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ABSTRACT

Brief historical background of Tanzania; Links between adult education and development objectives, Links between Adult Education and Formal Education are outlined. Importance of adult education is emphasized. (NF)

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United Nations Educational,
Scientific and Cultural Organization

THE INTEGRATION OF ADULT EDUCATION

IN TANZANIA

by Paul J. Mhaiki and Budd L. Hall

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Brief Outline of the Historical Background

It is now fairly well established that before the arrival of the white man the Arab or the Indian on the eastern coast of Africa including the area now known as Tanzania had a well developed civilization with nations, kingdoms and political organizations. This was certainly a result of a long historical process covering hundreds and even thousands of years. In this process, East Africa witnessed a large scale of population migrations in which numerous bands and sub-groups were involved. The present tribes in East Africa are, therefore, the direct outcome of this complex expansion of different stocks of people. The tribes as we know them today are the late-comers in the overall complex.

The Coming of the Arabs

The first known written references to this area were contained in the "Periplus of the Erythrean Sea" written by a Greek geographer in the first century A.D. But very little is known about the residents. The first major influence on East Africa was the arrival on the Tanzanian coast of Arab immigrants from Oman in the 700s A.D. From that time there have been records of contact with the Persian Gulf, Arabia and India. Sailors mostly using dhows were aided by the monsoon winds which blow southwest for several months and in the reverse direction for approximately the same number of months.

After 1000 A.D. there was a fairly regular trade between the Tanzanian coast and Persia. Items included in this trade were copper and gold from the interior and later on the notorious slave trade. The Swahili culture, which is a mixture of African, Arab and Persian cultures, evolved as a result of inter-mixing and inter-marriages.

During the 16th century a Portuguese sailor, Vasco da Gama, became the first European to sight the coast of Tanzania. He came across this on his way to India. The Portuguese were attracted by the Tanzanian coastal settlements, especially that of Kilwa, which had developed a civilisation with a strong Persian influence and, for almost 200 years, they were involved in various clashes with local tribesmen.

Slave Trade

Zanzibar had always been an important link for the mainland. It commanded the flow of trading caravans from the outside to the interior. In the height of East Africa as the centre of the slave trade, Zanzibar became a clearing house for this shameful trade. Its modern history could be said to start when the Imam of Oman, Seyyid Said, made the island his capital in 1828 and concentrated on commercial development, especially plantation of cloves. It was also during the 19th century that the slave trade reached its awful peak.

The German Rule in Tanzania

In 1884-85 a German trader, Carl Peters, led a movement to claim what is now mainland Tanzania. This was essentially a commercial "conquest" backed by dubious "treaties" signed with illiterate chiefs.

His main aim was to establish economic activities to exploit the peasants who were ignorant of his intentions. The Germans are remembered to have ruled with an iron rod. They tried to use their military might to suppress the indigenous peoples' opposition to their rule. Although they contributed a great deal to the abolition of slave trade, they replaced this with forced labour.

Until the outbreak of the First World War the Germans had introduced in mainland Tanzania a communication network of roads and railways, linking administrative stations and plantations with the coastal towns.

Mandate Territory under the British

The British influence in Tanzania started with the island of Zanzibar. By 1886 they had succeeded in persuading the Sultan of Zanzibar to agree to limiting the slave trade and to relinquish his claim on the mainland strip of the coast 10 miles wide, including Dar-es-Salaam, Tanga and Mombasa. In 1870 the Sultan sought British protection thus making the island a protectorate under the British administration.

With the German defeat in World War I, Britain acquired mainland Tanzania (Tanganyika) as a mandate under the League of Nations which was later converted to a UN Trust Territory after the Second World War. During this period the British linked the trade and communications of Tanzania with that of their other territories of Kenya and Uganda.

Rise of Nationalism

Under the British rule Tanzania experienced various forms of economic and political activities leading to the consolidation of mass nationalism. While the popular resistance such as that of Maji Maji can be said to have had mass support in opposition to colonial oppression or unpopular agricultural regulations, the struggle for democratic rights started with the political traditions of such social associations as the Tanganyika Territory Civil Servants Association which was founded in Dar-es-Salaam in 1922 or the Tanganyika African Association (1929). These had no mass support but helped to unite and spread political awareness among civil servants and other urban workers. On the rural sector peasant farmers were organised in protest for unpopular agricultural regulations or unfair taxations. Here the cooperative unions championed the voice of peasants through unity.

The Triumph of TANU and ASP

The formation of TANU in 1954 marked a turning point in the history of nationalism in Tanzania. It provided a focal point for both urban workers' and peasants' claims for democratic rights. Under the leadership of its young

energetic school teacher, Mwalimu Julius K. Nyerere, TANU began a countrywide campaign for Uhuru. Throughout its campaigns TANU waged a continuous battle against the inequalities of the colonial system and discrimination of all kinds.

After seven years of grass-root organization, the political battle was won when Britain granted Tanganyika independence on December 9th, 1961.

The country became a republic one year later.

On Zanzibar, a period of heightened political activity began in 1957 and several indecisive elections followed. The Afro Shirazi Party which was formed by the oppressed Africans and Shirazi people of the island was subjected to constant pressure from both the British colonial government and the Arabs. When independence from Britain was effected in December 1963 the unpopular Arab-dominated minority and administration fostered under colonial rule was left in power. One month later the government was overthrown by a popular uprising and the Afro Shirazi Party assumed power through the Revolutionary Council. Three months later Zanzibar under the leadership of the Afro Shirazi Party, and Tanganyika and TANU formed a union government assuming the new name of Tanzania. Under the Interim Union Constitution, the Union Government became responsible for certain matters while the mainland and Zanzibar retained a certain degree of autonomy.

Ujamaa (Socialism)

Right from the beginning, TANU and Afro Shirazi Parties had declared their intention to establish socialist states based on human and material equality. President Nyerere spearheaded the drive for the establishment of a national ideology. This, he stressed, should be based on the traditional African society, which was opposed to all forms of exploitation, and where every one was a worker. One of the first comprehensive papers of his on the subject of socialism was entitled "Ujamaa, the basis for African Socialism". In this paper President Nyerere began by saying, "Socialism, like democracy, is an attitude of mind. In a Socialist society it is an attitude of mind and not the rigid adherence to standard political pattern which is needed to ensure that people care for each others' welfare". The paper emphasized the significance of learning from the experience of the past and the need to discard all bad practices introduced with colonialism. In order to regain its former attitude of mind Tanzania had to re-educate itself. "In our traditional African society we were individuals within a community. We took care of the community and the community took care of us. We neither needed nor wished to exploit our fellow men". People were neither too rich nor too poor. Land belonged to everyone and was exploited for the common good of the members of a family village. "Ujamaa, then, or family-hood", as described in this paper, "is opposed to capitalism which seeks to build a happy society on the basis of exploitation of men by men and it is equally opposed to the doctrinaire Socialism which seeks to build its happy society on a philosophy of inevitable conflict between men and men".

Democracy

The Tanganyika African National Union (TANU) on the mainland and the Afro Shirazi Party on Zanzibar and Pemba are the only political parties in Tanzania. They follow the same socialist policy of "Ujamaa and Self-Reliance", and they are open to all citizens, regardless of race or creed as long as they accept the basic principles of quality, democracy and Ujamaa. It can be said, therefore, that Tanzania has managed to develop one of the most successful constitutional one-party democracies in Africa. The structure allows room for both constructive criticism and opposition within the party and government, while at the same time it provides a framework for uniting the energies and allegiances of all the Tanzanian people for the common task of building and defending their nation.

The Arusha Declaration

February 5th, 1957 is a day remembered in Tanzania as the day when the Arusha Declaration was published following a meeting of the National Executive Committee of TANU in the northern town of Arusha. This declaration marked a turning point in Tanzania's politics. The ideology of the country was made explicit by the document. Leadership qualifications were introduced and measures of public ownership were also taken. The declaration which contains the leadership ethic lays down that a leader must either be a peasant or a worker and cannot be associated with the practices of capitalism or feudalism. The second part of the Arusha Declaration laid out that major means of production and exchange must be under the control of the people. This was intended to control possible trends of exploitation and social injustices. To avoid misunderstanding President Nyerere explained later that "Self-reliance", which was one of the demands of the Arusha Declaration, did not mean self-sufficiency. No country, big or small, could claim to be self sufficient in everything.

The President also warned that socialism should not be confused with racism. This warning was well timed because already there were signs of some people wishing to use the self-reliance demands of the Arusha Declaration and its public control provisions to foster racial hatred in the country.

In March 1967 President Nyerere produced a document entitled "Education for Self-Reliance". This is a policy paper on education. Tanzania, like many other developing countries, was becoming increasingly aware of the crucial importance of education in national development. If the Arusha Declaration was to be implemented properly, the colonial system of education which was an imported product in the country had to be abandoned and in its place, a more revolutionary system with its roots in the Tanzanian society had to be established to cater for the needs and objectives of the country.

The second post-Arusha policy paper, "Socialism and Rural Development", was issued in September 1967. This called for the establishment of Ujamaa villages throughout the country. The villages were to be established voluntarily and members of the village had to formulate their own economic and social development plans. The role of the party and government was to be that of counselling and advising. All decisions had to be taken strictly on the basis of democratic procedure. The response of peasants in all parts of the country was very

encouraging. Thousands of villages were established in the first year of the Declaration and many more are coming up all the time. Among the crucial needs of the peasants in these villages is good leadership and education. While the education policy paper clearly outlined the role of schools in relation to the community, the large percentage of the peasant population in Tanzania remained illiterate. This was the real problem as, in order to involve the masses in the revolution, they have to be mobilised to attend adult education and literacy classes. In his New Year Eve messages of 1970 and 1971 President Nyerere called for a nation-wide campaign for adult education. "Education", the President said, "applied to everyone without exception. It applied to those who have never been to school as well as those who have attended secondary schools or university... Education is learning from books, from radio, from films, from discussions about matters which affect our lives and especially from doing things... In our traditional society we did not have schools as we have now. But we learned from our parents and other elders about the society we lived in... What is important and what is still valuable is that education in our traditional societies was part of life, and that is how it should be, even these days".

The importance of adult education, therefore, cannot be over-emphasized. Its objectives and those of Ujamaa are one and the same. Tanzania cannot achieve its socialist aims of mass participation and shared responsibility in leadership and nation-building activities without educating its adults as well as its youth.

THE INTEGRATION OF ADULT EDUCATION

IN TANZANIA

I. INTRODUCTION

Education in Tanzania is not easily analysed in terms of primary, secondary, university and adult education. In fact none of the terms currently in vogue to describe adult education (non-formal education, out-of-school education, continuing education) are especially helpful in separating the various components of the Tanzanian educational system. Does, for example, the education of adults in primary schools by certified primary teachers represent formal or non-formal education? Does this education fall in the category of primary or adult education? If women spend three weeks in a residential course at a Rural Training Centre studying agricultural skills, is this out-of-school education? How would one classify the National Serviceman working on an irrigation scheme?

What makes traditional analysis of the Tanzanian system more difficult is the fact that there has been a steady movement towards an integration of the formal and non-formal areas. The example of the primary school in Tanzania is relevant. During the day, students are going to classes, working on the farm and reading, while, in the afternoons, the same classes will be used by adults who may be taught by the same teachers. The school has become an adult education centre. The links between adult education of various types are many, and the focus of a given educational project can best be seen in relation to its role in the overall objectives of development.

In other words, following the policies of socialism and self-reliance, Tanzania has begun to move in the direction of providing some form of planned education for every citizen. This has meant a shift in thinking for many educators who have thought in terms of education for children with, perhaps, a bit of technical education thrown in. By stressing the importance of education for every portion of society and not just the elite who manage to pass primary examinations and enter secondary school, the nation has begun to move towards what has been called a "nation-wide learning-system".

The development of an integrated educational system has meant increased emphasis on adult education in 1970 and 1971. As the President pointed out in his 1970 New Year's Speech, "... Neither the Government nor the Party has, in the past, given as much attention to adult education as to formal school education." /1 The emphasis during Adult Education Year (1970) was on the establishment of an organization which would make it possible for the very crucial portion of society which had been largely uninvolved with formal education -- the adults.

/1 Nyerere, J. K.; 1970 Adult Education Year (President's New Year's Eve broadcast, December 31st, 1969) in *Adult Education Now*; 1/1970, pp. 4-23

The trend towards viewing all forms of education as being planable and necessary to the development of nations has been the subject of papers by adult educators for years. It might be said that the success of adult education in any given country can be measured by the extent to which the use of the term "adult education" is no longer necessary. In other words, for Tanzania, it may make much more sense to talk about formal and non-formal, in-school and out-of-school, or primary and adult education.

An alternative way of studying the present position of adult education in Tanzania is to focus on the links which have been developing between adult education and other forms of development activity. It is this framework which we have chosen for this paper because the links are so crucial in pulling the entire field of education in the direction of an egalitarian, socialist society. The links which we deal with specifically are between:

- (1) Adult education and development objectives;
- (2) Adult education and formal education;
- (3) The various adult education agencies.

II. LINKS BETWEEN ADULT EDUCATION AND DEVELOPMENT OBJECTIVES

The key development objectives in Tanzania can be summarized as follows:

1. The development of the rural areas (95% of the population).
2. The steady improvement of existing agricultural practices.
3. The elimination of exploitation of man by man.
4. The narrowing of the gap between the "haves" and the "have-nots".
5. The spread of economic and social equality through Ujamaa (socialist) villages.
6. The reliance for development on these resources which can be available in Tanzania: land, hard work, good policies and good leadership.

The educational implications of the above objectives can be briefly reviewed by looking at the important policy documents.

A. National Policy Documents

The Arusha Declaration

The principal document of Tanzanian socialism, the Arusha Declaration, was presented at a TANU meeting in January 1967. This document has guided all subsequent development. The principles of Ujamaa, a Kiswahili word for traditional African socialism, and self-reliance guide planning in all fields.

The Declaration called for the development of a nation free from inequalities and exploitation. A society where peasants and workers controlled the means of production. The goal is an egalitarian society with both political and economic control in the hands of the people.

Self-reliance means that development cannot come from the availability of money. If this were true, Tanzania would be doomed, for money is an item in very short supply. Given the lack of money, development must come from the hard work of the people. Heavy reliance on money, specifically on outside assistance has the added effect of creating a dependence that may endanger the independence of Tanzania. Rural development through improved agriculture and hard work is the only road to permanent progress.

The implementation of the Arusha Declaration depends on the education of the people in its principles and implications. It depends on mobilization of the masses and the training of good leaders. All these requirements have educational implications.

Education for Self-Reliance

In March 1967, following the Arusha Declaration, the President presented a paper on the educational policies that are derived from the Declaration.

Beginning with a critique of the educational system inherited from colonial times, the paper pointed out the difference between the needs of the colonial government and the modern Tanzanian needs. With its stress on western cultural values, individualism, subservience and capitalism, the colonial education system produced individuals who were not only not interested in rural development, but were not able to contribute to the improvement of the quality of life in rural areas. The inherited system was concerned with the education of the elite (13%) which finished primary school and found places in secondary school and society. Primary and secondary were looked on as something "outside" normal village life. A further consequence of the old system was that it produced a kind of "bookishness" which led to disrespect for forms of learning that were not directly derived from academic sources.

The President stressed that the school should provide a complete and self-contained education, not restricted as a place for preparation of the 15% continuing to secondary level. The curriculum of the school is to centre on agriculture and practical rural skills in addition to basic literacy and numeracy. The schools themselves are to be integrated into the community and to serve the total community where they are found. This integration of the schools was made more realistic in 1970, when each primary school became an adult education centre.

The implications of "education for self-reliance" are that any educational system which educates the few at the expense of the many is not serving the nation in which it operates. In the case of Tanzania, the few includes not only those who do not reach secondary school, but the many adults who have never attended any formal schools at all. It is important to remember that there are still 50% of the school age children who do not start primary school.

Adult Education Year Speech

In the 1970 New Year's Speech the President designated 1970 as "Adult Education Year". Emphasizing the TANU members' pledge, "I shall educate myself to the best of my ability and use my education for the benefit of all", the

President outlined the need for adult education. He listed the objectives as:

- (1) To shake people out of their resignation and make them realize what they can do for their communities and themselves.
- (2) To provide people with the skills necessary to bring about change in their environment.
- (3) To foster nation-wide understanding of the policies of socialism and self-reliance.

1970 was to be a year for building the organization and infrastructure for a national programme of life-long education. The President stressed that it was the duty of every citizen either to be a teacher or a learner and to help bring about development in his community.

Establishment of the Directorate of Adult Education -- 1970

Although not a single document, the establishment of the Directorate of Adult Education within the Ministry of National Education was of great importance to the development and direction that adult education has taken. Adult education was established on an equal footing with primary education, secondary education, technical education and teacher training. The Head of the Directorate was an Assistant Director for National Education, a rank equal to heads in other fields of education. The Directorate was given the responsibility of co-ordinating adult education in each district through the network of primary schools, which were to become "adult education centres" as well as children's centres.

One of the most important aspects of the establishment was the provision of district education officers for each district who would be responsible for organization and co-ordination of adult education. These District Education Officers (Adult Education) joined the DEOs in charge of administration and school inspections. By 1972 there were more than 50 DEOs (adult education) in the country. This important link between formal and non-formal education is covered in more depth later in the paper.

Six District Literacy Campaign -- 1971

In the New Year's Speech for 1971 the President again chose to talk about adult education. After pointing out the progress made in 1970 in appointing and training adult education officers for each district, he turned to the subject of literacy. "Literacy", he said, "is almost the first step up this hill of modern knowledge and it is the key to further progress". If illiterates are not to be exploited by those who know how to read and write and if each citizen is to play a complete role in development, then the high rate of illiteracy must be overcome. As a start, six districts in different areas of the nation were chosen to be areas for intensive campaigns to produce 100% literacy by the 10th anniversary of independence: December 9th, 1971.

These districts were to conduct a census and mobilise the resources necessary so that each person in the district would be enrolled in classes. The teachers in many cases were school leavers who were paid an honorarium for each

month's teaching. The importance of literacy for development was stressed again by the President when he pointed out that those who can read are free to choose that which they wish to learn from the available books and magazines. Those who do not read must depend on others to start campaigns or to give them information they are interested in.

TANU Party Guidelines

In February 1971 TANU drew up an important set of Guidelines for the nation. This revolutionary document stressed the importance of participation by the people in the decisions of the nation. Paragraph 13 of the Guidelines points out that, "We have inherited in the Government, industries and other institutions the habit by which one man gives the orders and the others just obey them. If you do not involve the people in work plans, the result is to make them feel a national institution is not theirs, and consequently workers adopt the habits of hired employees". The Guidelines further point out that, if development is to benefit the people, the people must participate in considering, planning and implementing their development plans. There was further stress on the importance of arousing political consciousness so that every Tanzanian understands his national environment and the importance of safeguarding the policies, the independence and the life of the nation. Development must involve the people increasingly in the control of their own affairs. "Any action which reduces their say in determining their own affairs or running their own lives is not development and retards them, even if the action brings them a little better health and a little more bread".

The Elimination of Illiteracy by 1975

In September 1971 the Party, at its biannual conference, passed a resolution that the entire nation must work towards the total disappearance of illiteracy by 1975. They called for a large mass literacy campaign which would, within four years, bring reading and writing skills to each person in Tanzania. Following this, the Ministry of National Education began working on a plan which would co-ordinate the very large numbers of teachers and supervisors which will be needed in order to teach the estimated eight million illiterates. In February 1972 the Ministry was still in the process of producing the final version of the plan which would involve many ministries and organizations. The campaign will shape the field of adult education until 1975.

B. Mobilisation for Education

As has been pointed out in the Arusha Declaration, the resources of Tanzania are land and people. In order to bring about development, the entire population must be aware of the needs, priorities and resources for their own development and the development of their nation. They must understand how development works and what hinders or fosters development. Without the motivation of political awareness, the various adult education institutions could not be effective.

The central organising element in the nation is TANU, the political party. TANU was the party which fought and obtained independence. Since its Independence Day it has perfected its lines of communication through the establishment of ten

houses each with a ten-cell leader who facilitates communication from the people to their leaders and vice versa.

TANU has become deeply involved in the area of adult education, both in terms of teaching political education nationally and in organising and mobilising the masses to participate in the various programmes of the Government. The importance of this organization cannot be over-emphasized. TANU and its affiliated organizations, NUTA (National Trade Union), Umoja wa Wanawake wa Tanzania (Union of Women of Tanzania) and TAPA (Tanganyika African Parents Association), have provided a cadre of progressive leaders who have been indispensable to adult education. It is only because of the strength and support of the party that the proposed national literacy campaign can succeed.

C. Rural Development and Education of the People

The first priority for Tanzanian development is to increase the productivity and the quality of life in the rural sector of the nation. The logic of this choice has been explained in the Arusha Declaration and Socialism and Rural Development. Rural development is not a single factor in development; it involves change over a very wide area of habits and customs. It means education of the people in many different places. As was pointed out in the current Five Year Plan, it has been decided to attack rural development on a frontal basis rather than choosing one aspect of rural development at a time and working on that. Such a frontal attack calls for the creation of Ujamaa villages, improvement of agricultural techniques, education for better health, increased co-operation in production, marketing and consumption of goods, the training of administrators and planners as well as the increased involvement of the people in their own plans. Adult education is central to this developmental process and can be understood best by looking at the component sectors of rural development.

Implementation of Ujamaa

The agency that is primarily responsible for the spread of education about Ujamaa and its social, political and economic implications is TANU through its Ujamaa village section. As the policy is national and the duty to spread the ideas and practices a national duty, other agencies are also involved. The Ujamaa village division of the Ministry of Regional Administration and Rural Development. This Ministry is concerned with bringing two kinds of skills to the rural areas: technical and ideological. Both these skills are necessary in order to foster development. The ideological skills provide the incentive and motivation for co-operation while the technical skills provide the means for turning ideology into action.

Rural Training Centres

In order for these skills to be implemented in Ujamaa villages, training of local leaders must occur. These leaders are trained through a network of 35 Rural Training Centres (RTCs). Each of these centres provides residential and meeting facilities for 25-40 participants at a time. The development of the RTCs calls for the expansion of their facilities so as to enable 60 participants to attend at the same time.

The facilities are made available to various ministries and organizations which request space to hold specialized courses. Requests for the facilities are channelled through the management committees of each RTC chaired by the Area Commissioner of the district. These committees are guided by the Regional Development Plans, whenever these are applicable, in allocating priorities to one type of course or another.

The participants who are chosen to attend the various courses offered at the RTCs are for the most part leaders from Ujamaa villages. Occasionally shorter seminars and/or workshops are organized as well at the RTCs. In 1970 fifty-five Rural Training Centres ran 450 courses for 10,200 men and 2,500 women. In many cases the participants were members of specialised work groups and were able to pass on the skills to others when they returned to their villages.

Subjects offered

It is intended that the RTCs should serve as forum for the provision of skills that will assist the farmer in his own environment. In practice the centres limit themselves to political ideology (policy and practices of Ujamaa), agricultural skills and rural technical skills. The area of rural technical skills is being expanded and consists of such subjects as brick-making, carpentry, building of chicken coops, roofing and furniture making. The table below shows the type of courses offered and the percentage of participants who specialised in each area.

Course	Number of participants	Percentage
Socialism and political education	5,925	46.5
Agriculture	5,076	39.9
Co-operation, health, leadership and others	4,692	36.8
Rural technical skills	937	7.4

Other Education on Ujamaa

The other agency which is involved in the dissemination of knowledge and information about the policies and practices of Ujamaa is the Co-operative Education Centre, the educational wing of the Co-operative Union of Tanzania. From the central office in Moshi, a series of correspondence courses have been organized for those involved in the co-operative movement. One of the courses required for co-operative civil servants is on Ujamaa. There are also a number of Co-operative Education wings throughout the nation which offer shorter courses from time to time on the policies of Ujamaa and the relationship of Ujamaa to Ushirika (co-operation).

Co-operative Education

The Co-operative movement carries out education for three levels of participants in the movement; members, committee men and staff. In each of more than 1,700 primary co-operative societies throughout the country there are education secretaries who are responsible for some education activities in the local society. The largest number of people in the movement is, of course, the members but with 10 committee men in each society, there are nearly 17,000 who are responsible for management and policy decisions. The full time staff members form the smallest group, but, because of their permanent position, they are very important for training purposes.

The agencies involved in the field of co-operative Union of Tanzania, with its educational wing, the Co-operative Education Centre and the Co-operative College under the direction of the Ministry of Agriculture and Co-operatives. As mentioned above, the CEC produces correspondence courses, radio programmes and courses and seminars for those in the field. The CBC is organised with a system of regional centres known as wings. In 1972 there were 10 wings working closely with the education secretaries of the co-operative unions. There are usually two people attached to each wing with good transportation and materials available.

Working very closely with the CEC is the Co-operative College also located in Moshi. The College offers residential courses for committee men and staff members who have completed the correspondence work set by the CEC. There are residential facilities for 300 participants at a time.

Courses offered

For committee men, three approaches to studying are open: correspondence courses through study groups, week-long courses for chairmen and vice-chairmen and longer courses for the education secretaries. The courses include such topics as: "The work of the committee"; "How to read a balance sheet" and "Vijiji Vya Ujamaa" (Ujamaa villages). The study group method is used with between 10 and 15 members in each group. Those who complete the courses and the week-long seminars are eligible to take courses in the College.

For staff in the co-operative movement, the courses are in some ways similar. They, too, have the opportunity of taking the correspondence units in groups, but there are a large number of residential courses which are offered by the College in Moshi. These include subjects such as management, accountancy, book-keeping, store-keeping, agricultural supply and administration.

Integration

The co-operative movement offers an excellent example of a balanced adult education programme. There are provisions for all participants in the movement to receive some form of education by several different methods. The focus of all of the activities in this area of adult education is on the increased efficiency and distribution of co-operative societies and with it the promotion of the development of the rural areas.

Agricultural Education

The key to rural development is the steady improvement of the agricultural skills and hence productivity in the rural areas. The organization which is concerned most with the up-grading of skills for the five and one half million farmers in Tanzania is the Ministry of Agriculture and Co-operatives. The size and importance of this task is immense.

Bwana Shamba

For a long time, the extension workers, have borne the main responsibility for agricultural education in the country. For many farmers "Bwana Shamba" has been the only contact with anyone who has got more agricultural knowledge than the farmers themselves. This contact has been understandably inadequate because of the shortage of extension workers. In a recent study of farmer's training, an estimate was made that, if the time available for each Bwana Shamba were spread throughout the total farming population, each farmer would have one four-hour visit per year. The ratio of farmers to extension officers is 5,000 to 1.

Young Farmer Training

There is currently an emphasis in the Ministry of Agriculture on the training of young adults who will work in Ujamaa villages. Each year, for example, 6,000 young men and women go to ten-month courses at a number of national service camps where there is a heavy emphasis on agriculture. Agricultural officers work with the young people who combine their classroom work with hard practical work in the field. On completion of the camp phase of training, these young men and women will spend a fixed length of time in various Ujamaa villages.

Rural Newspaper and Radio Programmes

Another way that the Ministry of Agriculture uses to teach the farmers is through the publication of a rural newspaper called Ukulima wa Kisasa (Modern Farming). This newspaper is printed in large type and is filled with practical information for the farmer. There are stories, letters to the editor and advice on many aspects of crop growing nominal. Published monthly, the paper is sold at a cost through the extension workers. Recent estimates place the readership at over 100,000, making it the most widely distributed paper in Tanzania!

In addition to the newspaper, there are three weekly radio programmes: "Mkulima wa Kisasa" (The Modern Farmer); "Chakula Bora" (Better Food) and "Shambani Wiki Hii" (This week in the fields).

New Directions

It should be noted that a great deal of rethinking is taking place about the most effective forms of agricultural education. There are obvious constraints in the number of extension officers who can work with individual farmers. The former farm training centres, which selected "progressive" farmers and gave them new skills, have been a disappointment as almost none of the skills taught have ever been passed on to neighbours. In fact, many of the farmers themselves were

not practicing what they had been taught for one reason or another. It seems clear that new forms of agricultural education will almost certainly centre around groups of farmers as this is both a more feasible way of reaching large numbers and more in line with the principles of the Arusha Declaration and the Party Guidelines.

Health Education

Disease, poverty and ignorance are all interwoven factors which affect development. The importance of health education is noted in the development of the frontal education attack towards better lives.

Health Education Unit

The key to the health education programme is the Health Education Unit of the Ministry of Health and Social Welfare. This Unit operates with a staff of about 20, and is divided up into the usual specialized sections of: mother and child care; nutrition; dentist; community health workers and general medical officers. This Unit is responsible for the training of health educators, as well as the production of radio programmes and visual aids for wide use.

The Unit trains health educators through seminars to school teachers, rural medical aids and extension officers in other ministries. The main emphasis in health education is the prevention of disease. Health service in general has been moving towards preventive, rather than curative, medicine in line with the national policies.

Rural Medical Aids

As the role of health service shifts to education and disease prevention, the role of the person in charge of the village dispensary changes also. In the past it was enough for the rural medical aid to know what kind of treatment to give for each ailment. When working in the area of prevention it is necessary to know something about communicating with adults, as well as the cause and the solution of the problem. This has placed a heavy burden on many and has caused information on teaching procedures to be added to the training of the rural medical aids. They are becoming very much adult educators.

Vaccination Campaigns

Various vaccination campaigns have been organized and carried out in certain parts of the country. For instance, an intensive treatment has been carried out in Dodoma against trachoma. A country-wide campaign against small-pox was launched in 1968 on a trial basis with the help of the World Health Organization. These kinds of large scale campaigns are always educational as well as medicinal.

Union of Women of Tanzania (UWT)

Although women participate very actively in all the educational programmes including the agricultural programmes, one of the affiliates of TANU, UWT,

focuses on the needs of women. The objectives of the organization are:

1. To bring together all the women in mainland Tanzania, so that they can think, speak and act together.
2. To preserve and propagate the good reputation of our nation.
3. To encourage the active participation of women in the economic, political and social activities of the nation and the world.
4. To liaise and co-operate with the Government and the Party on all matters which are of special concern to women.
5. To campaign for and preserve the rights and dignity of women in our nation and in the rest of Africa and the world.
6. In order to achieve the objectives, the organization will seek to co-operate and liaise with other organizations in the world whose aims are similar or close to those of UWT. The colour, creed or racial background of the members of such organizations will not stand in the way of co-operation, provided that those policies and objectives being followed are deeply rooted in socialism, in equality and in self-reliance.

These objectives are a real challenge to all educated women in Tanzania where the education of the women is much behind that of men. The women in Tanzania are eager to learn. Women predominate in rural adult education classes. The explanation is that they want to catch up. The majority of the population in Tanzania consists of women and most of them are illiterate. UWT has the great task of encouraging the women to join adult education programmes. UWT constantly reminds the educated few to play their role in assisting the less fortunate by actively volunteering to teach in the adult education classes.

Through its committees all over the country UWT actually undertakes programmes in the teaching of skills and handicrafts, cottage industries, poultry farming, gardening and co-operative farming and management. UWT tries to tackle the problems of women and children by organising nursery schools. It tries to provide hostels for the unmarried women and the working girls in the cities.

Training of Administrators and Management for Rural Development

The pressure on ministries and agencies to create improvements in rural Tanzania means that leaders and administrators must be trained in the theories of development and skilled in managerial areas. In 1971, the Institute for Development Management opened at Mzumbe under the Central Establishments Division of the Office of the President. IDM will eventually have its own autonomous governing board.

IDM represents the first step in an effort to co-ordinate training efforts in management. It is a combination of the former Institute of Public Administration and the Local Government training centre. The aims of the Institute are:

1. To conduct training programmes in the field of management, public administration of justice, accountancy, secretarial work, local government and rural development.
2. To undertake consultancy services on behalf of the Government, local government authorities and parastatal organizations.
3. To undertake research into operational and organizational problems and training needs in these fields, including evaluation of results achieved by training programmes.
4. To sponsor and arrange conferences and seminars in the fields referred to above and produce publications in these fields relevant to the Institute's other functions.

IDM is a residential facility which, in 1971, had an involvement of 240 in courses which include some adult education. There had been some discussion of establishing links between IDM and the National Institute of Productivity, which is discussed elsewhere in this paper.

D. The Need for training Leaders

Effective leaders who have come from the ranks of the people are the third element of development so far. The first two have been total political consciousness (with mass mobilization) and the skills for rural development. One of the agencies which has been involved in educating leaders for many years is Kivukoni College.

Kivukoni College

The oldest adult education college in Tanzania, Kivukoni College, was opened in 1961 by the President after a nation-wide campaign by the Tanganyika Education Trust. The College aims at training individuals for responsible leadership by providing education in the social sciences: that is, political education, economics, history and sociology with emphasis on Tanzanian development. There are no minimum educational qualifications laid down but selection is made from mature adults holding positions of leadership. More than a third of the students are TANU officials, civil servants and teachers.

Courses and subjects covered

Although Kivukoni is the centre for a number of short courses and seminars, the basic courses during the year are a nine-month course with 50 participants and three-month courses with 70 participants each. All are residential. The following subjects are taught (all work is carried out in Kiswahili):

Politics : The principles and practice of politics ; Socialism and self-reliance ; Public administration and government ; African politics

Economics : An introduction to economics ; Development economics ; Public finance ; Agricultural development ; Industrial development in Tanzania

History : Africa; East Africa ; Tanzania

Sociology : Introduction to social development ; Socio-economic analysis of Tanzania ; Mobilization of the people for economic and social change ; Building a Socialist society

Self-reliance in Practice

There has been strong emphasis at Kivukoni on integrating the theories of socialism and self-reliance with the daily life of the school. Kivukoni has been in the fore-front of socialist innovation in Tanzania for many years, the concept of collective farming being practiced there before it became government policy. Today self-reliance finds expression in the involvement of the students in cleaning and washing their own dishes. They also work on the college farm where cattle and poultry, cashew nut, coconut trees, pineapple, citrus, paw paw and vegetables are raised and cultivated, respectively. Most of the food consumed by the students is provided from the college farm. The students also spend several weeks in Ujamaa villages in practical work.

Impact of Kivukoni

Nearly every leader in Tanzania has taken part in courses at Kivukoni College. It has remained, since its inception, closely tied to the Party and has been the model for other leadership education centres both in Tanzania and in other parts of Africa.

Rural Development College

In order to orientate these high level leaders in the various ministries to the process and practice of rural development, the Ministry of Regional Administration and Rural Development has started a College which, beginning with senior ministry officials, will specialise in short term residential courses in rural development with an accent on practical skills. A heavy emphasis on practical skills is planned as all rural development officers are expected to know how to do those things which are being encouraged and taught to farmers all over the nation. In the past, the situation often arose when a rural extension officer of one kind or another would ask Ujamaa villagers to construct a house or help with some carpentry only to find the officer himself did not have the skills needed. The Rural Development College will also serve as a field work co-ordinating centre for students from the Development Management Course in Mzumbe.

Education for increased Productivity

Development implies increased national productivity in not only the rural sectors but also industry. Giving priority to rural development does not mean that the industrial sector is ignored. Several institutions focus on this area.

National Institute of Productivity

The role of the National Institute of Productivity is that of training, consultancy and research in the various fields of management and workers' education. NIP offers training seminars in human relations, personnel

administration management information and control, salesmanship, marketing management, productivity statistics, supervision and evaluation of job performance. Workers' education is an area where several institutions are co-operating. These include the National Trade Union (NUTA), the National Institute of Productivity, the Institute of Adult Education and the various employing organizations. The Division of Education, Welfare and Culture of the NUTA has organized workers in each factory into committees for education. Large companies such as Williamson Diamonds, Friendship Textiles or Kilombero Sugar have extensive education programmes, which include many technical subjects as well as literacy or basic mathematics. The NUTA suggests the following subjects in its programmes: Political education; Labour relations and legislation; Elementary economics; Wage policy; the role of the NUTA; Literacy; Reading a balance sheet; the Presidential Circular No. 1 of 1970.

The objective of workers' education is not only to raise production. It is the policy in Tanzania that the means of production should be in the hands of the workers themselves. If this is to be so, the workers must have a very good comprehension of the entire industrial process. Workers' councils are set up in each factory. The representatives of the workers are being trained in various management and production skills by the National Institute of Productivity.

The Institute of Adult Education has been involved in several ways. NUTA has made provisions for any worker who is interested in enrolling in the classes at any of the branches of the Institute of Adult Education. Several hundred workers have done so. In addition, the Institute has co-operated with the education secretaries in several companies to provide training seminars for voluntary teachers of adults. In 1971 over 300 voluntary teachers were trained. They, in turn, taught other workers in their factories.

Technical and Vocational Training

Until recently the major responsibility for training industrial workers was in the hands of the employers. The Government assisted the companies in their training programmes. This policy is undergoing some change now as a result of several developments:

1. Most of the larger enterprises (parastatals) are now controlled and, in some cases, operated by the Government. It is not clear as yet how much training responsibility is to be assumed by these enterprises. Surveys are being carried out on skilled manpower needs and outside consulting firms have been brought in to set up personnel development systems.
2. There is a great need for craftsmen and technicians in the Ujamaa villages and rural towns, and this need will increase as villages begin to use farm machines and electrical equipment, to build modern homes and to operate co-operative shops. The manpower surveys to date, however, have not covered this area. At present there is little firm data either on the numbers of persons required, the nature of the skills which are most appropriate, or the means of selection and training. Whether the technical training institutions

or the secondary schools now oriented to the modern sector are equipped to train the kinds of craftsmen needed in the villages is doubtful. /2

National Industrial Training Programme (NITC)

This programme was started in 1968 with an agreement between UNDP, the ILO and the Tanzanian Government to establish and operate a programme for developing persons with skills in electricity, building, auto mechanics, fitting, welding and plumbing. The operational programme now consists of three parts: (1) a two-year course at the National Industrial Training Centre in Dar-es-Salaam for school leavers; (2) evening classes for employed craftsmen and instructors, and (3) a trade testing programme.

1. School leavers

The Standard VII school leavers who are selected for the two-year course in Dar-es-Salaam have already spent three months in the National Service. This is another example of links and co-ordination which builds up in areas of national priority. The trainees live in the national service camp for the entire two-year programme. The first 12 months being a combination of theory and practice in the various specialities, while the second 12 months is an apprenticeship programme with an employer. In order to maintain close contacts with the employers, a National Industrial Training Council has been established to advise the Centre on curricula and policies.

2. Evening classes for employed craftsmen

In 1970, 3,220 individuals took part in the evening classes for craftsmen operating in Dar-es-Salaam and 24 towns outside the capital. The classes are usually held in primary schools and cost 30-40 shillings each. In 1970 86% of those enrolled completed their six-month courses. Many of those who took the courses were able to pass the trade tests in their areas of speciality.

Instructors are selected from workers who have five years or more experience and some technical education. They are trained in Dar-es-Salaam for two months in teaching methods for adults and upgrading of their own skills. In the beginning of 1972, 65 instructors had been trained.

3. Trade testing

Twice a year, the Centre tests in all six trades : electricity, building, auto mechanics, fitting, welding and plumbing, in three

/2 Overseas Liaison Committee. Tanzania : a Nation-wide learning System. American Council on Education, Washington D.C.; November 1971

up-country centres. The addition of mobile testing centres will increase the opportunities for other craftsmen to test themselves. The tests are a great help, both to the craftsman and the employer, in establishing and maintaining high skill levels. The testing also helps to standardize the levels of graduates from many of the mission trade schools throughout the country.

Technical College

The Dar-es-Salaam Technical College was started in 1965 to cater for the training of middle and upper level technicians. The College offers full time courses, for two levels of students: Ordinary Technician Diploma and Engineering Diploma. The subjects covered by the courses are: (a) civil, mechanical and electrical engineering (three years); (b) telecommunications (one or two years); (c) laboratory technicians (two years). Those who finish the Technician Diploma and have two years experience are eligible for the Engineering Diploma and can choose from two options: (a) teacher training; (b) supervision. Those who complete this training, which is run in co-operation with the Teacher's Training College nearby, will teach in either technical secondary schools or possibly the Technical College itself. In 1972 there were about 600 students. Many of the former students have been found no longer working in the fields for which they were trained. The wastage rate from the 1963 class was about 78%. /3

III. LINKS BETWEEN ADULT EDUCATION AND FORMAL EDUCATION

In 1969 Adult Education came under the Ministry of Education. It is since then that the Ministry was called the Ministry of National Education to denote the fact that it is responsible for formal and informal education. The status of adult education was raised in that it became a directorate with an Assistant Director at the top, equal in status to the Assistant Directors of primary, secondary, teacher training, technical and commercials within the Ministry of National Education. The new directorate of adult education appointed education officers to assist at headquarters and field officers to organise and administrate in the regions and districts. Altogether 62 field officers were given intensive three-month courses at the Political Education College at Kivukoni and nine officers were given a nine-month Diploma Course at the University of Dar-es-Salaam. For the first time a separate budget for adult education was voted in the Ministry of National Education. For the year 1970/71 Shs. 2,000,000 were allocated.

In the Second Five Year Development Plan which began in 1969, the policy of adult education was laid down. One important policy point was that adult education will emphasise learning whatever will help development. The second important policy was that all primary schools were to become centres of education for children and for adults (community schools) and the teachers are teachers for children and adults. Thus school facilities like black-boards, chalk, buildings, demonstration plots, practical rooms and school grounds used for the education of

/3 Annual Manpower Report to the President, 1969, p. 14

the children were also available for the use of adults. This arrangement makes it possible to bridge the generation gap between the schooled children and the illiterate parents.

Before the children leave the school compound, the parents have arrived. The school children can entertain the parents with songs, a football match, or a march past. The parents can take part in these cultural activities and even take the role of a teacher or demonstrator in cultural education like local songs or local dances or craft lessons.

Concepts take time for realisation but the experience of the last two years shows that there are great possibilities in this idea of community schools. The biggest fear envisaged when the experiment began was whether the rural people would be sufficiently motivated to go to school again. Clearly this is not the problem. Rural people have turned to these schools in such great numbers, that many other centres besides the schools had to be opened. All sorts of suitable places have been used as classrooms for adults for lack of sufficient school buildings.

What has attracted adults to adult education in the community primary schools is the variety of classes conducted there. The men can find a class to their interest such as political education, defence, language, agriculture, handicraft. The women can find classes in childcare, cookery, domestic science, literacy, health, etc. The primary school curriculum for the school children based on self-reliance has attracted the adults. The theories of agriculture and their practice can be observed on the model school shamba, the care of poultry or cattle can be observed in the school farm, the handicraft and woodwork can be observed in the school carpentry shop etc. These practical aspects of primary school education are meaningful to adults and the school becomes attractive to them.

These experiences have suggested further development in the community schools. The primary school buildings were not designed for teaching adults as well as children. Future plans for primary school buildings will include facilities for the education of adults such as carpentry shops, domestic science, commercial classes, etc. The primary school education is not universal and only 50% of the children of school age can get primary education. The opportunities offered by adult education schemes are open to those children who otherwise could not get into a primary school. In these adult classes the children can learn the 3Rs and when room becomes available they can transfer to formal education into a primary school.

Administration and Coordination

Adult education in Tanzania is part of the national scheme of education. The Ministry of National Education co-ordinates, through the Directorate of Adult Education, Adult Education Committee and the District Adult Education Officers. Besides the officers at Headquarters who are concerned with making policy on adult education, the District Adult Education Officers in the field are the administrators, organisers and co-ordinators of adult education at regional and district levels. Most of them have been trained at the University of Dar-es-Salaam for nine months in methods and psychology in adult education. When they

go into the regions and districts their duties are:

1. To assist in opening and maintaining adult classes in their areas of work.
2. To recruit part-time teachers where they are necessary.
3. To be responsible for careful use of both finance and materials allocated to adult education.
4. To encourage, support and inspect adult classes.
5. To organise training seminars for adult educators.
6. To work in good co-operation with people in government departments, in the TANU party and in private organizations.
7. To know all forms of adult education, and all organizations carrying out adult education in their areas in order that they can advise.
8. To work together with TANU party leaders in mobilising the people in adult education, especially on Literacy Day, 8th September.
9. Public adult education activities by working together with the information officer but beware of empty propaganda.
10. To submit a report of adult education activities in their areas to TANU party in the district, to national headquarters and to the Ministry of National Education headquarters.
11. To make sure that Adult Education committees are formed and are effective.
12. To give some orientation to primary and secondary school teachers, on how to teach adults before they embark on teaching them. Similarly secondary schools should be encouraged to establish libraries in the rural areas.

The experience of two years has shown quite clearly that the involvement of the local people in planning and implementation of adult education programmes is extremely important. The use of local leadership cannot be dispensed with. Directives and schemes from above have very little chance of success. These facts have revealed the importance of grass root adult education committees, run by local leadership. If members of the village of the class are given the responsibility of deciding what they want to learn, when and where they want to learn, and how they want it done, then the chance is that such schemes will be successful. All agencies conducting any form of adult education are encouraged to form Adult Education Committees. Many agencies are encouraged to carry out adult education.

The work of the District Adult Education Officer is extremely strenuous and the experience of two years shows that an organiser at the division level and a supervisor at the ward level are necessary to assist him. In the estimates for 1972/73 there are requests for financing these posts. Because of his many duties and vast areas of operation, the DEO (AE) has to be extremely mobile. Travel has been difficult for those who did not have the means of transportation.

The work of the DEO (AE) is very different from the work of the other education officers in that it deals with adults and is consequently a highly political job. The success of his work depends on how much he can identify

his work with the political aims of the country. If this aspect can be made clear, the support of the party and the political leaders of his area can be given and the people will respond. Fortunately, adult education in Tanzania is strongly supported by the Government and the TANU party and the people have confidence in what is supported by them.

The Parents Association

In 1961, TANU designed the Tanganyika African Parents Association (TAPA) as the voluntary agency which would represent the people's views on educational matters. This organization is an example of how the formal has been merging with the informal. The motto of the Association is "Wage War against Illiteracy". The Association manages 333 primary schools in the country. In each of these formal schools, TAPA has been active in building adult education programmes. The adult classes follow the pattern of other community schools as adults attend in the afternoons and evenings. In response to the TANU call for the eradication of illiteracy by 1975, TAPA has offered to start literacy classes in its offices and to assist in building literacy shelters in areas where no special buildings exist.

The Training of Adult Educators

The launching of adult education programmes as a nation wide scheme with full support from the Government and the party and the institutionalisation of adult education in the Ministry of National Education have demanded changes in the teacher training schemes at all levels. The first response to this was a crash programme of three months training : January - April 1970 for 62 adult education officers at Kivukoni College. The trainers consisted of staff from the Institute of Adult Education, Kivukoni College and the Ministry of National Education. The officers who went for training were mostly primary school teachers. The main content of their course was methods, organisation, planning, administration, mass media and political education. Because of the nature of their work these officers were given the duty of acting as political education teachers in the districts and regions. In 1969 a Diploma Course in Adult Education was started at the University of Dar-es-Salaam. When the crash training programme ended at Kivukoni College in April the nine candidates trained at the University also ended their course. Thus it was possible to post 71 officers in the field to organise and co-ordinate adult education programmes.

While these officers were expected to be organisers and administrators the primary school teachers, secondary school students, extension officers and many voluntary people were to do the actual teaching of the adults. The District Education Officers (Adult Education) were therefore trainers of these categories of teachers. They trained them in seminars ranging from one day to one week, depending on resources and time. This type of training is a permanent feature as new people join the army of teachers and as old teachers require refresher courses. The main subjects taught in these training courses are psychology of adults' learning, methods of teaching adults and literacy methods. A bit of planning and organization of adult education is taught. Besides the DEO (AE), the resident tutors of the I.A.E. of the University assist in training seminars in the regions and districts.

At all teacher training colleges, training in adult education methods have been introduced. In all community schools, primary school teachers have to teach adults as part of their duty. It is quite a task to retrain the 22,270 primary school teachers in adult education methods. But the introduction of adult education methods in the teachers training colleges will mean that all primary school teachers finishing by 1971 will have been trained in adult education at the training colleges. Here again the training section of the I.A.E. plays a crucial role in training the teachers to staff the colleges and also in helping to formulate the curriculum of methodology in adult education.

At University level as explained before a one-year Diploma Course in adult education is taught by the staff of the Institute of Adult Education. The party and the Government ministries also undertake specialised training of adult educators of the extension type. Kivukoni College is a party training school for field officers of various categories in leadership and national ideology.

Similarly, the Ministry of Health and the Ministry of Labour have training schemes for similar categories of their staff in their respective duties as adult educators in their specialised fields. Of course, there exists a great need for co-ordinating the contents of these training programmes in respect of basic needs, in attitude, and knowledge and skills of an adult educator, no matter where they would function. The candidates to the Diploma Course in Adult Education are people who have been working as teachers or adult educators in various capacities. Some of them come from Government ministries like Agriculture, Health, Co-operatives, Rural Development, the Army and the Police, others come from the party or private organizations like the churches, or the YMCA. TYL, Army, etc. private? The topics taught in this Diploma Course are as follows:

- (i) History and philosophy of adult education.
- (ii) The adult teaching and learning process.
- (iii) Planning, administration and evaluation of adult education programmes.
- (iv) Social and economic aspects of development, in particular, rural development that is vital in adult education.
- (v) Policy, organization and resources in adult education.

Field work and teaching practice are very essential parts of the Diploma Course. The contact of students with actual situations of their work is very much stressed:

- (i) Surveys of adult education in the city area.
- (ii) Field work in Ujamaa villages.
- (iii) Teaching and practice in adult education activities.
- (iv) Evaluation of the impact of an integrated programme in rural development, and some field work in the area of political education.

The course, besides providing professional training, co-ordinates training in adult education. At lower levels the training of adult educators is not co-ordinated and yet there is much need for it. The Institute of Adult Education is doing research into the training practices of adult education by different

organizations with the idea of being able to suggest a co-ordinated training programme even at lower levels.

The best three students who complete the Diploma Course in Adult Education can go on into degree work specialising in adult education. The undergraduate course for education students until 1971 had adult education as an option. This was given one hour a week. Now plans are to introduce adult education in the undergraduate course for education -- students for five hours a week during the first year and adult education methodology in the second year for two hours a week. Preparations are also being made to embark on M.A. courses with specialisation in adult education at the University of Dar-es-Salaam.

IV. LINKS BETWEEN THE VARIOUS ADULT EDUCATION AGENCIES

At a national level, planning and co-ordination occurs in all areas of activity, not only adult education. The Ministry of Economic and Development Planning for example is responsible for preparing the five-year development plans as well as the yearly plans of operation. There are, in addition, many committees at an inter-ministerial level which look into matters which are covered by several ministries. In adult education, for example, a case might occur where the World Bank or another donor agency is interested in funding a project on non-formal education. The Ministry of Development Planning (DevPlan) would form an inter-ministerial committee to draw up the details of the project, drawing on the ideas and experiences of each ministry. The final project, if both the government and the donor agency, agree would be allocated to a specific agency or ministry for implementation.

But since the field of adult education is so vast, and as many of the agencies which adult educators might consider within their field do not see themselves as part of the adult education network, much of the co-ordination that goes on between agencies is of a strictly informal nature. Many agencies have working relationships with other agencies which have never been formalised. Two organisations work together because they are both interested in development in a specific area, not because there are administrative provisions for such co-operation.

A good example of this kind of co-operation is in the field of workers' education. There are several agencies involved in this: NUTA (the Trade Union), the National Institute of Productivity, the Institute of Adult Education and the employing companies themselves. Since the Presidential paper on workers' education in 1970, these organizations have taken up different aspects of adult education. This has not been a matter of smooth co-ordinating committees, but, rather a period of working until each agency seemed to be contributing without stepping on the toes of the others. NUTA, for example, has been providing direct teaching to workers in fields of industrial safety, literacy, rights of workers and political education. The National Institute of Productivity has involved itself in the education and preparation of Workers' Councils in each factory. The Institute of Adult Education is involved in the training of teachers for workers' education. Many employers provide released time for training teachers as well as educating the workers directly.

A. Intellectual Co-ordination: the Institute of Adult Education

In the field of adult education in Tanzania, the Institute of Adult Education is unique, both within the University and in connection with society as a whole.

The Institute of Adult Education serves as a link between the academic world of the University and the public. It endeavours to translate academic theory into practical terms in respect of adult education and through research it tries to translate practical needs of the community into terms understandable to academics. The Institute has grown since 1960 from an agency concerned with the provision of evening classes in Dar-es-Salaam to a national adult education service agency.

In 1972, the programmes of the Institute centred around the following areas:

Evening Classes and Regional Centres

Depending on the needs of a region, the Institute operates evening classes of various types, for those who have completed primary school. There are evening classes operating in five zones in the country. These are co-ordinated through Regional Centres in Dar-es-Salaam, Moshi, Mwanza, Mbeya and Songea. During 1971 about 5,000 students attended classes. The regional centres also serve as extensions of the University as a whole and carry out research, assist writer's workshops, and offer assistance to other adult education organizations with more limited resources.

Training Department

As has been mentioned in the section dealing with the links between formal and non-formal adult education, the Institute is the primary training institution in adult education methods and techniques. The training department operates three levels of programmes. The Diploma Course in adult education is a one-year, full-time course designed to provide professional training in adult education for people already working in the field. Students are recommended and sponsored by their respective ministries and organizations. Emphasis is on the close integration of professional theory with the realities of Tanzanian conditions. The training department also offers an optional course to education students in their final year in the university, which aims at preparing them as organisers in their future job as teachers. The last type of training is offered through short seminars organised either by the Institute for staff or for other organizations.

Publications and Radio Department

A variety of books and periodicals are produced and published by the Institute's publication department. A journal, Adult Education Now, is published three times a year and offers practical advice to those active in the field of adult education within Tanzania. A 250-page handbook on adult education practices and techniques, Adult Education in Tanzania, has been written by Institute staff and was published in June 1972. A series of simple books containing

educational messages in story form is published as the Juhudi Series. Two political education primers have been prepared for the national literacy campaigns and the first Kiswahili modern history of Tanzania, Tanzania Kabla na Baada ya Uhuru, was published in 1971. This latter book was used in connection with a national radio-study group campaign celebrating the tenth anniversary of independence. The campaign, entitled Wakati wa Furaha (A Time for Rejoicing), was the third by the Institute and reached in excess of 20,000 people.

Research and Evaluation Department

The Research Department is involved in three areas: originating and carrying out research and evaluation in areas of national priority, teaching about research and assisting staff members with projects in their fields. Since August 1970, six projects have been completed: a survey of district adult education officers; a study of the need for university-trained adult educators; a financial study of the Institute of Adult Education; a readership survey of Adult Education Now; the evaluation of Wakati wa Furaha; and a study of the 1971 six district literacy campaign. Research results are reported on Studies in Adult Education.

Education by Correspondence

The National Correspondence Institution, a department of the Institute, has potentially the largest activity of this organization. Based on the philosophy of providing education for those who are not able to take advantage of opportunities in the urban areas, the National Correspondence Institution will begin offering courses in 1972. The courses are designed according to national manpower priorities and for those who may not have finished even primary school. There will be popular courses in Kiswahili as well as academic and professional courses in English. The first courses will be National Policies, Book-keeping, Accountancy, Management and Administration, Kiswahili, English, Mathematics, History, Geography and Law. It is expected that 5,000 students will enrol during 1972.

Mature Age Entry Scheme

The Institute serves as the administrative body for testing those adults throughout Tanzania who, through private study, may have reached the level necessary for admission into the University of Dar-es-Salaam. Each year 700-1,000 adults who have been out of school for at least five years sit for the Mature Age aptitude tests. The successful candidates, many of whom have been students in the evening classes organised by the Regional Centres are interviewed and may be admitted to the University. The Institute is also involved in a follow-up of the success in University of those candidates compared with ordinary entry individuals.

Workers' Education

In co-operation with NUTA, the National Institute of Productivity and various businesses, the Institute operates training seminars and teaching material production workshops in the area of workers' education. The role of the

Institute is mainly in the training of teachers of adults for the factories and workers' councils in the urban areas.

B. The Common Services to Adult Education

Co-ordination of adult education can be done in many ways. We have already pointed out the lines of formal co-ordination that the Ministry of National Education has established. These are important and necessary, but there are also less formal lines of co-ordination among adult educators. One group of organizations which strengthens this co-operation is that group providing "common services". Because these groups offer sometimes unique services, those materials or services which are provided are co-ordinated by the servicing agency. If, for example, radio programmes are produced and air time is needed, there is only one place to find this. Radio Tanzania operates all the radio services in Tanzania. Because of this all adult education broadcasts are in some way co-ordinated by virtue of passing through the radio staff. The same might be said regarding book lending to rural areas and Tanganyika Library Service. Tanganyika Library Service operates virtually all of the "Book Boxes" and performs a co-ordinating service in this field. These kinds of "Functional co-ordinating links" are sometimes more effective than elaborate patterns on organizational charts.

Tanganyika Library Service

One of the most important service agencies to adult education in Tanzania is the National Library Service. Along with other fields of activities, TLS has been moving towards better service for the rural areas of Tanzania. The problems facing the library are very large. The population is scattered about 883,600 sq. kilometres with only 4% living in urban areas. In addition, between 75 and 80% of the population is illiterate. If these problems were not sufficient, there are estimated to be only 500 titles of books in Kiswahili available. The largest group of books are written in English.

Books for District Education Officers (Adult Education)

Shortly after the President declared Adult Education Year in 1970, TLS began sending sets of 100 books in Kiswahili and simple English to the District Education Officers who were co-ordinating work in the field. In February 1971, a second set of 150 books was sent to the DEOs making a total of 15,000 books distributed. Arrangements have already been made with the Ministry of National Education to send an additional 16,000 books which these officers will make available to readers in their 63 districts.

Rural Library Service

In addition to the books sent to the DEOs the Library has begun mobile rural libraries in three locations. Plans are underway to expand this in 1972. At present the most extensive rural library service is to the area served by the Functional Literacy Project (Unesco/UNDP) in Mwanza. Village libraries are visited by the mobile service unit and new books are brought on each visit.

Another aspect of the service to rural areas is the "Book Box" system. Under this system any village or organization that is interested can write to the library and have a box sent free of charge. The user is required to exchange the books once a year. Individual readers can make use of the postal library service by paying a 10 shilling deposit for each book borrowed. The deposit is returned when the reader ceases to use the service.

Adult Education through Radio

Agencies involved

A study in 1969 indicated that there is a radio audience of approximately eight million people in Tanzania. Radio Tanzania broadcasts many hours a week on the "national service" of programmes of an educational nature for adults. Radio Tanzania has a division of adult education that stimulates the production of educational materials and co-ordinates the programmes which are produced for them from the various Ministries and agencies. The Ministry of Health, the Ministry of Agriculture, the Co-operative Union of Tanganyika, the Ministry of Rural Development, Kivukoni College and the Institute of Adult Education all produce radio programmes for adult education. There is a national co-ordination committee within the Ministry of Information which is responsible for co-ordination.

Organized listening groups

The effectiveness of radio has been shown to be greatly increased by the organisation of groups of listeners who then have the opportunity of discussing the material which has been broadcast. The Co-operative Education Centre in Moshi was the first institution in Tanzania to use this technique of organized radio "study groups". A network of 600 to 700 working groups is spread throughout the nation dealing with matters designed to improve the functioning of the co-operative movement through increased administrative and managerial skills.

As mentioned previously, in 1971, the Institute of Adult Education launched a major radio study group campaign in co-operation with the Co-operative Education Centre on the achievements of Tanzania in the ten years of independence. A systematic evaluation was carried out which showed that about 20,000 people were involved in the campaign. The participants were mostly farmers with a spread of age from 20 years to 80. The campaign was designed to operate either with radio or without in the case of poor reception or less of batteries.

Newspapers

Daily Newspapers

The availability of newspapers has been shown in many places to be a stimulus both to obtain literacy and to maintain the acquired reading skills. There are four national daily newspapers in Tanzania: The Standard and The Nationalist (English) and Uhuru and Ngurumo (Kiswahili). In a recent study, it was found

that Uhuru was available in 90 per cent of the District headquarters throughout Tanzania.⁴ But in only 40 per cent of the Districts are papers available daily. About 60 per cent of the papers arrive twice a week or less. The impact of the daily papers on the rural areas is very slight. This may change in the near future as the Nationalist and the Standard will merge, allowing Uhuru, the party paper, to have more attention devoted to it. At present both the Nationalist and Uhuru are produced by TANU.

Rural Newspapers

There are a number of monthly papers that are put out by various Ministries. The Ministry of Agriculture for example puts out Ukulima Wa Kisasa (Modern Farming) which reaches about 90,000 - 100,000 readers. This is based on sales of 30,000. If these estimates are still accurate this is the most widely available newspaper in the country. Another newspaper which has very wide distribution is Kwetu, put out by the Ministry of Information. The District Adult Education Officers reported that this is the most easily available newspaper in the villages now, but there are not any statistics yet available on readership.

The co-operative movement publishes a newspaper called Ushirika (Co-operation) which is distributed through the primary societies thus reaching a wide audience. It is clear that even though the reading public is small, there is considerable room for improving the present distribution system of newspapers. The only newspaper which is currently being used for follow-up purposes in literacy is the newsheet produced by the functional literacy project in the Mwanza area.

C. Functional Literacy

Tanzania was selected by Unesco and UNDP as a site for an experimental project in the area of functional literacy. By now the concept has spread worldwide and is generally looked upon as being a logical way to link literacy with economic development through the provision of job skills for higher productivity. The area in Tanzania that has been chosen is the Lake Victoria region which is known for its cotton production. Cotton is the most important export crop in Tanzania, hence the importance of choosing this crop area for the pilot project.

Literacy with what ?

Although the project started with developing functional literacy primers for the improvement of cotton production, the expansion of the project to reach the goal of 100,000 literates has meant that other occupations have been added to the project. The many fishermen in the Lake Region have made it possible to develop a literacy primer which teaches better fishing at the same time as reading. There are demonstrations as with the agricultural subjects and time to discuss the material read. Another programme has been worked out on banana growing. This

⁴ Hall, B.L. and Kassam, Yusuf. Preliminary Report of District Education Officer's Opinion. Dar es Salaam: Institute of Adult Education, January, 1972.

programme is designed especially for the rich moist areas near Bukoba. The techniques of growing rice, another important crop to the area have produced still another programme and primer of interest.

Cattle rearing is a part of farming which could be made more productive, for a cattle rearing literacy primer has also been prepared.

Women participate in all of the programmes, but a special primer has been developed which caters for better health, home and child care. This primer is not tied directly to an economic vocation, but in the sense that productivity for each person increases as his health and nutrition is improved, this is an economic factor. Details of the progress and the operation of the literacy project are available.⁵ What is important to note is the impact of the project on literacy teaching in the rest of Tanzania.

National Literacy Campaign

According to the resolutions from the September, 1971 TANU meeting, Tanzania is to mount a campaign which will eliminate illiteracy in the nation by 1975. In order to do this a vast number of primers and materials will have to be produced. The Ministry of National Education has said that this will be a "functional literacy" campaign as opposed to the mass campaigns which took place from time to time in the past.

There is some question on the part of many adult educators in Tanzania as to whether or not the national campaign will be able to follow the exact pattern of teaching as the Mwanza Literacy Project. For example the Mwanza project uses demonstration plots for each literacy class. This involves making use of the agricultural experts and in some cases the rural development officials. In a campaign to teach eight million adults to read, write and do arithmetic, it may be difficult to organize demonstrations for each class. The primers designed by the literacy project according to different economic activities will be used nationally. There has been very close and harmonious co-operation between the project in Mwanza and other activities in the Ministry of National Education. This co-operation manifests itself in the decision to make use of the various primers that have been or are being developed in the Writer's Workshop in Mwanza. The primers selected for the national campaign are as follows :

- National Politics
- Growing Maize
- Growing Wheat
- Growing Tobacco
- Growing Pineapples
- Growing Rice
- Growing Cotton
- Raising Cattle
- Fishing
- Growing Bananas
- Better Living (home economics)

⁵ Viscusi, Margo. Literacy for Working : Functional Literacy in Rural Tanzania in "Educational Studies and Documents" No.5. Paris: Unesco 1971.

These will be used in the various sections of the country where such economic activities take place. Each topic will have two primers, levels I and II, and a teacher's guide. The training of regional officers in the techniques of teaching functional literacy had already begun in January 1972. It is obvious that a mass campaign of this nature will take a major co-ordinating effort on the part of millions of people if it is to succeed. It has been the experience in some socialist nations that a national campaign does more than just teach literacy, it develops a pattern of co-operation among people that remains after the campaign is over.

V. CONCLUSION

Revolution through Adult Education ?

Tanzania has placed faith in education as being central to the development process. In Education for self-reliance, the point was made that not just any kind of education was useful in bringing about social change in the desired direction. For example, education which prepares all primary school students for academic studies does not further development in the villages. The first changes made in the educational system were those which brought primary education in line with the needs and realities of rural life. But as less than 50 per cent of the school age children are enrolled in standard I - VII, the majority of people even today are not able to obtain even a minimum of primary education. This means that education of adults in Tanzania is necessary in order to reach the majority of people who would otherwise not have any opportunity for formal or informal schooling.

At the end of 1971 there were about 1,500,000 adults enrolled in the Ministry of National Education's community education centres. This is a higher figure than the number of school children enrolled. By 1975 nearly eight million adults will have taken part in the national literacy campaign which combines literacy with political and agricultural knowledge.

The entire nation is aware of the importance of adult education. One cannot open the newspaper without reading several articles about new educational programmes or campaigns. There are stories being heard now of farmers learning to read and write and exposing individuals who had been cheating them in weighing crops to be sold. This kind of exploitation of the uneducated by the educated is being stopped. An example of this increased social and political development was seen in Mafia, an island near Dar-es-Salaam which had been practicing extreme social discrimination for centuries. In 1971, nearly all the adults on Mafia became literate through a district wide campaign. One of the results was the exposure to the Area Commissioner of those formerly aristocratic individuals who had been exploiting the labour of many islanders. A constructive new spirit is developing.

An Experiment

There is much to be encouraged about in Tanzania. The party, the Government and individuals have recognised the necessity of education for all people, not just children. Adult education officers have been appointed and trained for each district in the nation. Factories and Ujamaa villages have embarked on active programmes.

What one must keep in mind when viewing adult education in Tanzania is that so much of what now exists is very new. The oldest adult education institutions in Tanzania, Kivukoni College and the Institute of Adult Education began operations in 1961. The vast majority of people in the rural areas are attending classes which started in 1970 or 1971. In so many ways Tanzania is operating in an experimental phase, an experiment of great size and importance.

Unlike the construction of dams or the development of mechanized farming, in adult education there are no models to follow. The expertise and experience in a programme of this kind has not been developed in other nations. The Tanzanian position is unique in many ways. Because of this extreme caution must be taken to work out the various solutions and not to prove itself. In some ways the easiest part of the development of a total national educational system has taken place. What cannot be forgotten is that the hardest work is yet to come. The day to day drudgery of providing materials, maintaining attendance, finding teachers and supervising work must go on before good results are possible.

The Criterion is Development

The success of integrated adult education in Tanzania cannot be measured by its administrative structure. It cannot be measured by the high numbers of people enrolled in adult classes. It cannot even be measured by an entire nation reading and writing. The only measure of success for adult education in Tanzania must be development for the people as a whole and for each individual.

Development in this rural nation will mean that each man has a good meal to eat each day, that children have a better chance of living to adulthood, that one man is not suffering at the expense of his neighbor, that each farmer and worker has a feeling of controlling in his own life. Only the improvement in the quality of life serves as a sufficient measure.

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